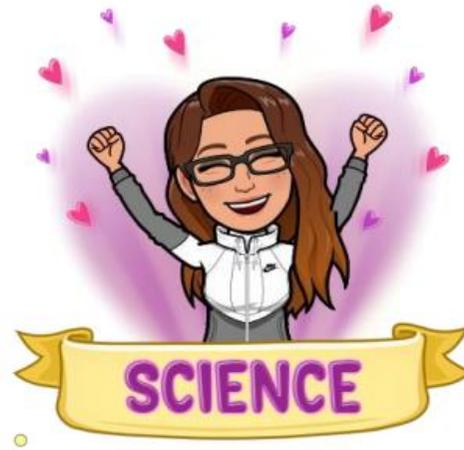




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Working Scientifically



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Key Stage 1

Our new topic is 'Plants' so today we have planted some marigold seeds. We are looking forward to caring for them and watching them grow!

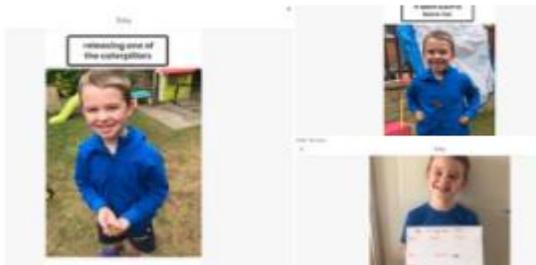


We are waiting patiently for our butterflies to emerge!



- Asking simple questions
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Gathering and recording data

Year 2
 @MV_Year2
 Releasing the caterpillars 🐛 as butterflies 🦋 and keeping a daily diary of all the changes. Great work! 🌟👍👏



We have enjoyed floating and sinking experiments this week, we made a prediction and put it to the test! Some of the results were surprising! 🌊🚀



Butterfly release day! 🦋 Such a shame they decided to come out of the chrysalis one day after we broke up but we have really enjoyed seeing the metamorphosis process over the last few weeks!





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Key Stage 1

Year 2
@MV_Year2
Reminding ourselves about materials and their properties by testing which would be most suitable to carry all the Jolly Postman's presents 📦



Year 2
@MV_Year2
Starting our new science topic about materials and their properties. We were hunting for a variety of materials around the school grounds.

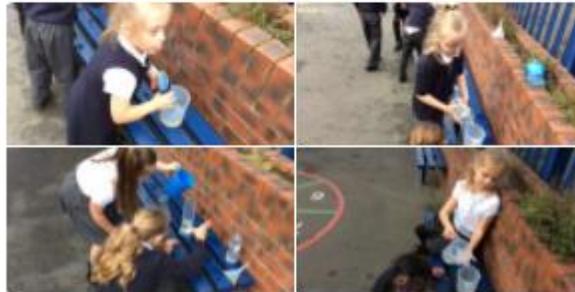


Year 2
@MV_Year2

Thinking about how we can shape materials by bending, stretching, twisting and squashing today in science. Super thinking and explanations.



We learned about capacity in maths and used our place value and scientific knowledge to set up rain catchers around school. We are still checking on these (not surprisingly, they're very full!) ☁️



- Asking simple questions
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Gathering and recording data

Year 2
@MV_Year2

Making predictions and writing observations on the absorption of different materials. Messy, fun learning!



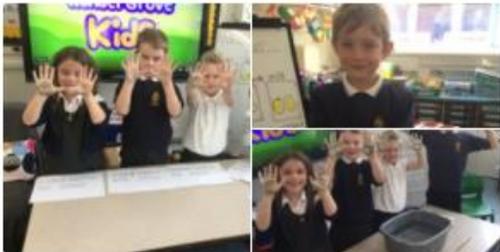


Key Stage 1

Year 2
@MV_Year2
We have started an experiment to investigate conditions that plants need to grow. Will our predictions be right?



Year 2
@MV_Year2
Completing another experiment today in science about washing our hands...warm water with soap is the way to go to get rid of those pesky germs 🍃



Year 2
@MV_Year2
The results of our sugary drink investigation this week. Energy drinks and coke damaged our teeth the most. We have predicted, observed and concluded our experiment. Super scientists 🧪



In science we are learning about plants. Today we went on a hunt around school to see what common flowers we could spot. Can your child remember what we saw?



- Asking simple questions
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Gathering and recording data

Year 2
@MV_Year2
We are looking after our seeds and observing what happens every day.





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Couragement ★ Enjoyment ★ Success ★ Effort ★

Lower Key Stage 2

Year 4
@MV_Year4

It's been a great Friday afternoon for Year 4! Y4AMW have been completing their science experiment on the melting point of jelly!



Year 4
@MV_Year4

An electric afternoon in Y4AMW! We've been making circuits! ⚡



- Asking relevant questions and using different types of scientific enquiries
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and where appropriate, taking measurements with a range of equipment
- Gathering, recording, classifying and presenting data
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes
- Using straightforward scientific evidence

Thursday 26th November 2020

Starter - reflection recap:

Don't forget your sunglasses. The snow produces a lot of light.

The snow just reflects light from the sun.

The snow traps the light and releases it gradually.

It's the middle of winter! I don't need any sunglasses.

Who do you agree with? Why?

The girl in white because I know that the sun reflects light and in winter the sun is still there.

Year 2
@MV_Year2

Some fantastic collaborative learning between Y2 and Y3 measuring bones to see how we grow



Science: Rocks and Soil

What I know	What I want to know
How a fossil are made. I know what that rock are different colors, shapes and sizes.I know that some rocks have names. I know that there are rocks under the ground.	I want to know what classify means. I want to know what is in the middle of the Earth.

Monday 15th March 2021

1. Gen. I predict how large it takes you a material to change state?

Science quiz -

- 1) How? - Long, short and end.
- 2) How? - Genes is important because it keeps you fit and healthy.
- 3) How? - About blood.
- 4) How? - Cell.

1) It has 100 billion and the pump that have 100.

- 1) Salt, light and heat.
- 1) Oil.
- 1) Limestone, water and coal.

States of Matter - Converting a solid into a liquid

PREDICTIONS:

- 1) I think the piece of chocolate that will melt first will be the dark chocolate because it is the thinnest and it will melt the fastest.
- 2) I think a piece of chocolate will take 2... minutes and 1...20 seconds to melt.

Results:

Chocolate type	Time taken to melt (minutes and seconds)
Dark Chocolate	2:23
Milk Chocolate	1:48
White Chocolate	1:40

Conclusion:

Did your predictions come true? Explain what happened.

The prediction was wrong because the white chocolate was the fastest to melt because it was the thinnest and it was the lightest. I think the white chocolate was the fastest to melt because it was the thinnest and it was the lightest.



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Encouragement ★ Enjoyment ★ Success ★ Effort

Lower Key Stage 2

Year 3
@MV_Year3
Investigating mirrors in science.



Year 3
@MV_Year3
Magic? Or science?



- Asking relevant questions and using different types of scientific enquiries
- Setting up simple practical enquiries, comparative and fair tests
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Year 3
@MV_Year3
Our science investigation into friction and forces



We have interpreted the data in the non-fiction book 'The street beneath my feet' to make models representing the different layers of the Earth showing what we have found out and learnt. We spent some time describing our models to our partners and our grown-ups at home.

Thinking about what we have learnt, what further questions do you have? Can you use scientific vocabulary in your question?

???

1. How do scientists know the Inner core is as hot as the sun?
2. What may would happen if the Inner core got bigger?

Year 3
@MV_Year3
Investigating magnets and magnetism in year 3





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Encouragement ★ Enjoy

Lower Key Stage 2

Year 3
@MV_Year3
Monday afternoons science experiment into friction was a huge success!



Year 3
@MV_Year3
A super energetic science lesson today in Year 3! We learnt all about muscles including an experiment to investigate how muscles contract and relax 🍌



Year 3
@MV_Year3
We've had a great time learning about plants in the Morley Victoria garden area.



Monday 2nd March 2021

What did we learn in Science during lockdown?

Section A: Animals including humans:
Teeth: Label a canine, an incisor, a molar and a premolar on the diagram of a mouth.

2) Food chains - Label the food chain using the correct Scientific words.
Grass → Antelope → Lion
P. consumer P. prod.

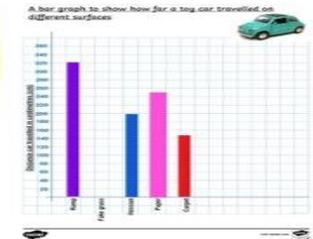
Section B: Solids, Liquids and Gases
Q3) Complete the table using correct examples of solids, liquids, and gases! An example has been done for you in each category:

Solids	Liquids	Gases
Wood	Lemonade	Steam
Rock	Water	air
Plastic	Coke	Oxygen
Seesaw	Milk Shake	Carbon Dioxide

Q4) How are we able to change a material state of matter? How do we turn a solid into a liquid? You can melt certain solids...

- Asking relevant questions and using different types of scientific enquiries
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Surface	Distance travelled in cm	Average
Ramp on its own	277, 288, 311, 331	328cm
Paper	276, 257, 231, 267	278cm
Hexagon	258, 237, 181, 163	208cm
Carpet	105, 115, 225, 170	150cm
Fake grass	0, 0, 0, 0	0cm





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Upper Key Stage 2

Year 5

@MV_Year5

We have been learning about filtration this afternoon. We worked really hard trying to get the sand from the water.



Year 5

@MV_Year5

This afternoon we have started our science topic by considering the properties of some materials and trying to apply our knowledge of solids, liquids and gases.



Year 5

@MV_Year5

This afternoon we have worked on explaining the orbits of the earth and the sun using these great models.



Friday 14th September 2020

Gravity Investigation Record Sheet

Does a heavier object fall quicker than a lighter object?

Prediction
(Delete the word in bold which is wrong.)
I think that the ~~heavier~~ object will land on the ground first.
I think this because there is more weight on the heavier one so it will fall faster and hit the ground first.

Fair Testing
To make this a fair test, I will need to keep these things the same:
(List as many as you can but you might think about the height of drop, weights and containers among other things.)
the same height
there are identical
different weights
same person dropping

The one thing that I am going to change is:
(This is the one thing that you are testing.)
The weight

Why do we need to repeat the drop three times?
We need to repeat the drop so we know if we got something wrong.

Results
(Circle the relevant headings in this table and record your results - not all the boxes filled in with results.)

	Drop 1	Drop 2	Drop 3	Observation
Landed first				
Landed second				
Landed at same time	✓	✓	✓	

Are there any results that do not fit a pattern with the others? If so, which one? The first three times it was different because they had a cork weight.

Results that do not fit a pattern are called anomalies. Sometimes there are not ranging from mistakes by the testers, errors with equipment or something else. If you have an anomaly, can you explain it?

Conclusion
My prediction was ~~wrong~~ correct.
When we did the investigation, I noticed that they landed at the same time.

- Planning different types of scientific enquiries to answer questions, including recognising an controlling variables where necessary
- Taking measurements, using a range of scientific equipment, with increasing accuracy and provision, taking readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bars and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of a degree in trust in results
- Identifying scientific evidence that has been used to support or refute ideas or arguments



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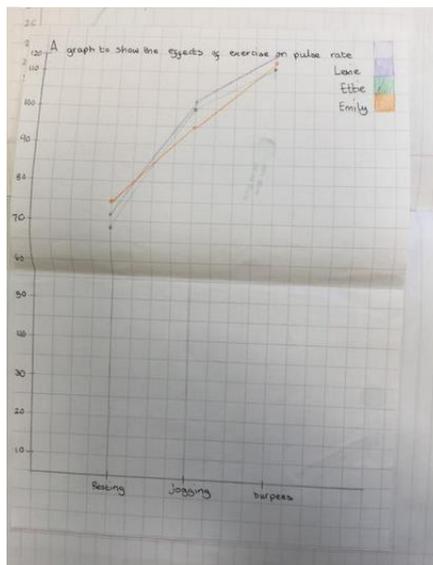
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Upper Key Stage 2

Year 6

@MV_Year6

Testing our scientific hypothesis out today



Year 6

@MV_Year6

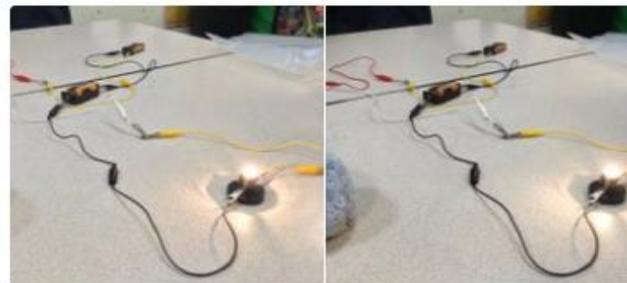
6RMB had a lot of fun using their knowledge of how light travels in straight lines and reflection to create periscopes to spy on the other classes - I think Mrs Taylor might have spotted us!



Y6
@MV_Year6

Sep 20, 2019

Adding batteries to our circuit to see the effect on components



Jan 30, 2020

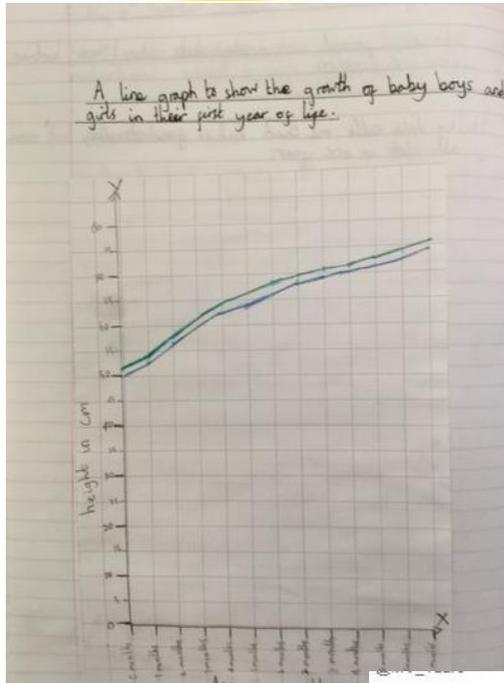
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Upper Key Stage 2



Year 6

@MV_Year6

Carrying out our investigations into shadows.



Today we investigated what makes up our blood!



Year 6

@MV_Year6

On a mini beast hunt practising our classification skills





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Upper Key Stage 2

Year 6
@MV_Year6
We are exploring diffusion with skittles this afternoon!



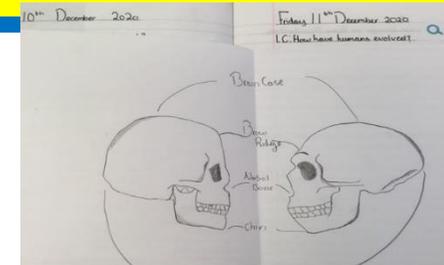
Year 6
@MV_Year6
We are modelling the melting of our polar ice caps. Do greenhouse gases really increase the speed they melt?



Year 6
@MV_Year6
Representing life cycles of amphibians, birds and insects using plasticine 😊

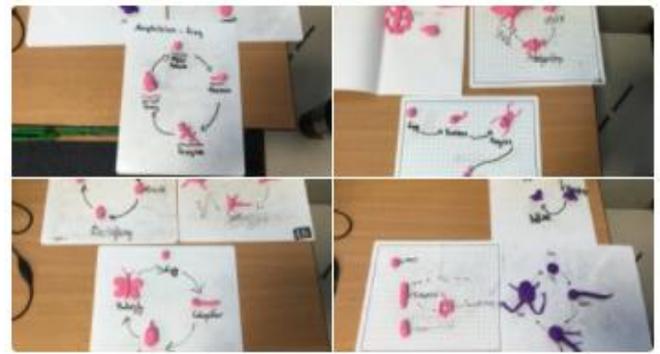


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Upper Key Stage 2

Year 6
@MV_Year6
We have been modelling and comparing life cycles in science today



Year 5
@MV_Year5
We have been learning about filtration this afternoon. We worked really hard trying to get the sand from the water.



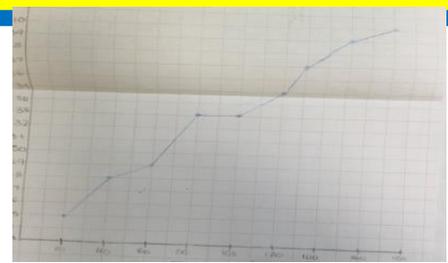
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Year 6
@MV_Year6
We are dissecting daffodils to explore how a plant reproduces



Wednesday 14th October 2020
d.c. Can I present the results of an experiment?
Recording data

Exercise	Heart rate 1	Heart rate 2	Heart rate 3	Average
Resting	81	96	84	83
Walking	118	109	119	$\frac{115}{3} = 34.6$
Running	140	158	162	$\frac{113}{3} = 33.7$





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Enrichment

Planetarium

Year 5

@MV_Year5

A fascinating morning in the planetarium this morning.



@MV_Year5

An exciting morning planned in year 5...a planetarium has appeared in our school hall!





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Enrichment

Fossil Hunting





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Enrichment

Habitats in the local area





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Enrichment

Canon Hall Farm

